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A pattern for inservice education to support program development for gifted children is described. The pattern includes the State of Illinois plan of which it is a part, the approach employed, and the operational plans for a 1965 summer institute.

In 1963-65 Illinois appropriated $6,750,000 to implement its plan for program development for gifted children. School districts enrolling about 60 percent of the State's public school pupils are receiving reimbursement for the current school year. To date, 27 demonstration centers have been established; they provide demonstrations of many approaches to the education of gifted children. The State has supported summer institutes, inservice institutes, and academic-year institutes.

Basic features of the summer institutes at the University of Illinois for demonstration center personnel are that faculty should pursue self-assessment of practices, models of goals should be provided, faculty should be able to practice while still in the inservice program, and faculty should be able to continue the processes of self-assessment after the program ends.

The activities of the 1965 summer institute will train teachers to demonstrate the use of new materials and techniques appropriate for the gifted. Demonstration center directors, supervisors, and consultants will be trained in ways of disseminating new materials and techniques through the establishment of demonstration centers and inservice training programs.

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IN-SERVICE EDUCATION--AN INTEGRAL PART OF THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN

David M. Jackson and William M. Rogge

Demonstration Project for Gifted Youth

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IN-SERVICE EDUCATION--AN INTEGRAL PART OF THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN

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At present, the State of Illinois is deeply committed to a large-scale effort to improve the services of the public schools for the gifted segment of the school population. This total effort includes in-service education of teachers, supervisors, and consultants as an integral part of the State plan. State reimbursement is available for psychologists to help identify gifted children and for other specially trained personnel to work in special programs in school districts. State support also is available for books and materials, demonstration programs in various parts of the State, experimental projects to help develop new practical approaches to the education of the gifted, and a small State staff. The several parts of this State plan are being implemented for the first time during the present (1963-65) biennium with a State appropriation of $6,750,000. (1) A request is being made to continue this State plan in the coming biennium (1965-67) with State funds in the amount of $7,750,000.

It is the purpose of this paper to describe one pattern for in-service education to support program development for gifted children. This pattern is presented in a broad context, including

1. The State plan of which it is a part,
2. The approach which is employed, and
3. Operational plans for a 1965 Summer Institute to be held at the University of Illinois.

The Illinois Plan for Program Development for Gifted Children

Part I - Reimbursement. School districts which enroll about 60% of the pupils in average daily attendance in the public schools of the State are receiving reimbursement for the current school year. The amount of reimbursement is computed either (1) by a formula which takes account of the number of pupils in the special program and the wealth of the district, and which provides an average amount of about $40 per pupil, or (2) by a method which allows $5,000 in reimbursement for each full-time specialist employed in the district's program. Specialists provide diagnostic, counseling, and consultative services; and their formal education and experience must meet appropriate standards, including the master's degree or equivalent.

As expected, a definite geographical relation between demonstration centers and reimbursement programs is evident. The demonstration centers were established first with the hope that their example and assistance would encourage participation of other districts in the State plan.

Rapid growth in reimbursed programs has been accompanied by a growing realization by school administrators of the need for in-service programs for teachers and supervisory personnel. Administrators have been encouraged to use reimbursement funds for such purposes as employment of consultants who can lead programs for teachers, travel by teachers to the demonstration centers, and books and materials. In 1965-67 it is expected that a substantial portion of the $4.9 million requested for reimbursement will be used to expand opportunities for in-service growth which are available to teachers and supervisors.

Part II - Demonstration Centers. The demonstration centers seek to provide for educators and other citizens convincing and readily accessible

demonstrations in operating situations of a number of particular approaches to the education of gifted children. These approaches are (1) acceleration of highly gifted pupils; (2) individualized instruction through such means as team teaching, nongraded plans, independent study; (3) special classes for the highly gifted, with specially trained teachers and supervisors or consultants; (4) special attention to gifted youth among socially and culturally underprivileged groups; (5) curriculum improvement through programs which emphasize higher-level thought processes, including creativity and divergent thinking; (6) special attention to the emotional and social adjustment of gifted pupils.

To date, twenty-seven demonstration centers have been established in various locations. For some approaches, such as curriculum improvements and special classes, an adequate number of demonstration centers has been designated. For other categories, such as programs to assist socially and emotionally maladjusted gifted children and programs to give special attention to discovering the talents of children of the lower socioeconomic groups, racial and ethnic minority groups, additional centers are needed. It is likely that a substantial amount of experimentation and field testing will be necessary before more demonstration programs in these categories can be established.

It has been necessary for the districts which operate these centers to select and recruit over 150 people to serve as directors, demonstration teachers, and to provide other essential services in operating the demonstration centers. The summer institutes at the University of Illinois in 1964 and 1965 described below are aimed specifically at the needs of demonstration center personnel.

Part III - Experimental Projects. The Superintendent of Public Instruction is authorized to enter into contracts with school districts, colleges, and universities to support experimental projects which seek to develop and test new practical approaches to the education of the gifted. Fourteen such projects are currently being supported. Five are directed by university faculty members and nine are directed by school district faculty members.

Not only are the demonstration centers expected to change as the results of experience and program evaluation indicate, it is also assumed that some of the new programs developed by experimental projects will prove to be so valuable that they should form the basis for new demonstration centers. When this occurs, the need for practical assistance to teachers as they learn new approaches will be evident.

Part IV - State Staff. The professional staff in the Office of the Superintendent of Public Instruction number six--a director, an assistant director in charge of reimbursement, an administrative assistant, and three consultants. On joint appointments with the University of Illinois are three consultants and one of the authors of this paper, William M. Rogge, who serves as coordinator of the Demonstration Project for Gifted Youth and as supervisor of the demonstration centers.

Part V - Training Programs. To help meet the rapidly rising demand for specially trained personnel, the State has supported summer institutes, in-service institutes held during the school year, and academic-year institutes. Policies of participant support are modeled upon those of the National Science Foundation for institutes. In-service institutes have been conducted by school

districts, usually in cooperation with a university. Summer and academic-year institutes have been conducted by three public universities, two private universities, and one private college.

A fellowship program has been established to support advanced graduate study for individuals who are preparing for leadership roles. Thirteen fellows are enrolled during the current year.

Essential Features of the Approach

There are four essential features of the summer institutes at the University of Illinois for demonstration center personnel. These were employed in the 1964 institute, and the plans for the 1965 institute call for use of the same essential features, with a strong attempt to improve operational procedures.

A. Teachers, consultants, and supervisors should engage in vigorous self-assessment of prevailing practices.

Some examples are these:

1. Analysis of examination questions. Students may show little interest in generalities about course objectives expressed by the teacher; but if the teacher mentions a quiz, close attention is given. A large share of the expectations we have of students is communicated through the questions we ask of them.

As teachers, we should be experts on examination questions. We should know how to set tasks which sample student behavior (1) in recalling factual material, (2) in synthesizing factual material, and (3) in evaluating

various kinds of material, using the student's own frame of reference. The first type of behavior, factual recall, seems to be predominant in the questions asked by most teachers. In one large sample of questions submitted by teachers of science, social studies, and English in the 1964 institute, memory items outnumbered evaluation items by a ratio of 2.5 to 1.

2. Analysis of student-teacher interaction. Usually this requires some kind of recording such as a magnetic tape, video-tape, or stenographic transcription. No other method for implementing in-service training seems to us to have so much promise as this one. In the recording, each person can see himself. Ironically, even though this can be highly threatening to the individual, it also can represent great concern for human dignity and great respect for the individual. Each person is responsible for himself, and any decision to change his behavior is made by the individual. (2)

3. Student descriptions of the classroom. Although student opinion is often regarded as unreliable, we believe students can be accurate observers of some dimensions of the learning atmosphere. Some examples of questions our own studies have shown students can answer with discriminating insight are:

----Does the teacher allow students to ask any kind of question they wish?

----Does the teacher expect too much of us?

----Does the teacher shame and embarrass some students?[1]

B. Models of our goals must be provided, not just statements of goals.

These models, drawn primarily from the work of curriculum projects which are national in scope, are displayed through such means as demonstration class teaching, a film or tape recording, examination questions prepared by evaluation specialists, role playing by teachers, or a textbook which embodies a new approach. We do not expect to prepare or invent most of the models ourselves, nor do we think teachers and supervisors can do so. Teachers and supervisors can employ great creativity and ingenuity in adapting model procedures and materials for their own use.

C. Teachers, consultants, and supervisors must have an opportunity to practice while still in the in-service program.

An atmosphere which is conducive to learning is one in which the group supports the individual's attempts to try new ways and in which the group accepts the failures which

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[1] Drawn from the "Style of Teaching Inventory," Demonstration Project for Gifted Youth.

are inevitable. It is expected that only through practice over a period of time can the teacher learn how to write and score new types of examination questions, how to use inductive methods of teaching, and how to listen and react to an underachiever to help him better relate to himself and the school environment. Practice must be in the context of continual self-assessment and feedback.

D. Teachers, consultants, and supervisors must have opportunities to continue the processes of self-assessment after the close of the in-service program.

The content of continued practice and self-assessment in the school situation, after the summer institute, can take many forms. But whatever forms of study, reflection, self-analysis, discussion with colleagues or others are chosen, not less than one hour of each working day must be reserved for these purposes. The development and maintenance of skills learned in the summer institute and the continued pursuit of new knowledge demand a substantial time commitment.

Basic to this approach to in-service education must be a feeling of trust and confidence in the person or persons who serve as leaders. The leaders must be as willing to assess their own practice as they expect teachers to be. Teachers are likely to share their perceptions of their own work and their desires for change in their professional

practice only with a leader in whom they can place implicit trust. Further, we hope that this approach will tend to reduce the traditional isolation of teachers from each other as they work in separate classrooms.

Operational Plans for 1965 Summer Institute

Questionnaire Study. An initial step in making specific plans for the institute was to seek to determine what the critical demands of demonstration center personnel would be. A questionnaire was devised, using as items a large number of possible needs for instruction which the institute might meet. Responses to the questionnaire number 120. A summary of the results of the questionnaire is contained in Table 1 below.

Table 1. Needs of Demonstration Center Personnel as Expressed in Selected Questionnaire Results.

Item	"Essential" Responses Number	Percent
Gather evidence on student growth in		
Thinking	93	77.5
Creativeness	84	70.0
Leadership	78	65.0
Self-images	76	63.3
Classroom Procedures		
Nurture creativity	83	69.2
Set up independent study projects	78	65.0
Use "inductive" teaching	70	58.3
Work with underachievers	64	53.3
Have student-led discussion	68	56.6
Conduct seminars, small group discussions	59	49.2
Write examination questions for higher level thought processes	67	55.8
Identification		
Use data to identify underachievers	53	44.2
Utilize services of other agencies and specialized personnel	51	42.5
Identify personality and intellectual characteristics associated with creative adults	41	34.2
Evaluation		
Assemble evidence on new curriculum projects	52	43.3
Obtain measures of student perception of program	58	48.3
In-service training		
Locate, create new models of teaching	74	61.7
Utilize procedures of self-assessment	52	43.3
Use classroom observation and teacher interchange	60	50.0
Obtain school and community support	47	39.2
Integrate services of other agencies and specialized personnel	44	36.7
Special problems		
Relate more adequately with the general curriculum program in the school district	54	45.0

Clearly, far more needs were expressed than could be met in one summer institute. Perhaps the most surprising outcome was the large number of items scored "essential." More than twenty items were regarded as essential by one-third or more of the demonstration center personnel. At the same time we noted an evident reluctance to participate in some of the work which appears to us to be necessary to meet the needs that were rated high. For example, the "nurture creativity" item was marked essential by 69% of the respondents but only 19% of the respondents marked "analyze tape recordings" as essential. Yet, this is one of the few ways for a teacher to study his own classroom performance as to its appropriateness for the nurture of creativity.

Institute Plans. The specific activities of the institute are intended to train teachers to demonstrate in their classroom the use of new materials and techniques judged appropriate for gifted children and to train demonstration center directors, supervisors, and consultants in ways to disseminate new materials and techniques through establishment of demonstration centers and in-service training programs.

The materials are derived primarily from the curriculum projects such as the UICSM Mathematics Project and the University High School English Project. The techniques to be used are those that researchers have found useful in studying classroom dynamics. In a sense, each participant is expected to become a researcher into his own relations with students and his colleagues. We expect that this will improve his ability to compare the outcomes of his interaction with pupils and other teachers with the results of formal research and with the ideals he might choose for himself.

The institute participants will be divided into two major divisions. The first division will be teachers who are primarily interested in learning the use of new curriculum materials and who are potential demonstration teachers in either an established demonstration center or an in-service training program. Separate sections will be formed of teachers of English, social studies, science, and mathematics. The second division will be those who are already familiar with at least one sequence of curriculum materials and who are more concerned with other aspects of building programs for gifted children.

The intent of each of the first division sections--English, social studies, science, and mathematics--is to prepare teams of two or three teachers and a director or administrator to introduce major curriculum changes.

The second division is to be directed toward specific approahces to many of the needs expressed through the questionnaire. The approaches are to be developed by the participants as they work with students. Background material will be provided so that rationales can be developed, but always an attempt will be made to make each concept operational. The behavior of each participant is to be studied through colleague observation, tape recordings, student reactions, and video-tapes. A tentative list of topics for the second division is as follows:

1. Use of diagnostic data, including achievement tests, sociometric descriptions, and intellectual factors.
2. Study of classroom atmosphere to support divergent and evaluative thinking in discussions and written work.

3. Classification of student productivity in discussions, written work, examinations, and non-typical academic products, such as tapes or community work.
4. Independent study.
5. Study of classroom atmosphere for low-producing children.
6. Leading discussion on controversial issues.
7. Inductive teaching.
8. Study materials of curriculum projects.

Members of both divisions will work together on some activities each day, and there will be many opportunities for informal interaction among the institute participants. As part of their practice, the members of the second division will give lectures, lead discussions, and practice other techniques of in-service work, with members of the first division as their students.

Typical Week's Schedule

M W F	Tu Th
8:00 Demonstration Class	Demonstration Class
9:00 Critique of Class	Critique of Class
10:00 Morning Lecture	Small Group
11:00 View Own Video-Tape (3 times in eight weeks by each person)	--------
12:00 Noon --------	--------
1:00 Afternoon Lecture	Study of Individual Students
2:00 Self-Analysis of Teaching Style	" " " "
3:00 Independent Study	Independent Study
4:00 " "	" "

The organization of the participants' day is shown above. The day will begin with a demonstration lesson taught to a class of about twenty children. The demonstration lesson will be an inductive plan from the curriculum project materials and will be taught by two staff members. This is expected to provide a visible and practical model of the inductive teaching techniques and the materials most of the teachers will be teaching. Some of the lessons will be "live," and some will be over closed-circuit television. During the last six weeks of the institute, the demonstration class of students will be divided into smaller sections so that the participants, having seen a model of inductive teaching and dealt with it on a theoretical level in the lectures and small group discussion, actually can teach lessons from the new curriculum itself. Teachers will be divided into small groups in order to achieve less of a critical atmosphere than is possible with all of the participants observing. Small group work also should provide more opportunities for each participant to teach and for more individual attention on the part of the staff.

Conclusion. In this paper we have presented a brief summary of an approach to in-service education for teachers of the gifted. We think there is a need for experimentation with several different approaches, and that the one described here can serve as one model for such programs. It is intended as a comprehensive model which participants can use to develop school district in-service programs.

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April 1965

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